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ABSTRACT

Characteristics and attitudes of undergraduate part-time students in the extension college program of Central Connecticut State College (CCSC) were studied. An attempt was made to determine demographic differences between matriculated and nonmatriculated part-time students, along with differences between the two groups in attitudes about the college, its programs, specific college services, and course scheduling. The following student characteristics and variables were considered: age, sex, commuting distance, location where previous credits were earned, number of college credits earned, reasons for choosing CCSC, expectations for completing a degree at CCSC, type of degree and major sought, intention to pursue full-time job without degree, reasons for studying at CCSC, and financial assistance received. Student satisfaction with the extension college services, registration services, counseling and advisement, the availability of courses, the quality of instruction in major courses and general education courses, and student faculty relations were also assessed. Among the findings are the following: males comprise the majority of part-time matriculants and females are the majority of the part-time nonmatriculants; the most popular track for matriculants appears to be transfer from two-year colleges, while over two-thirds of nonmatriculants earned most of their previous credits before enrolling at CCSC at four-year colleges or universities including CCSC; 85 percent of respondents were satisfied with extension college services; and both matriculants and nonmatriculants prefer evening courses to day courses. (SW)

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THE EXTENSION COLLEGE SURVEY OF STUDENT PROFILE CHARACTERISTICS, INSTRUCTIONAL EXPERIENCE ATTITUDES, COLLEGE SERVICES ATTITUDES, AND COURSE SCHEDULING PREFERENCES

Submitted to the Central Connecticut State College Academic Standards Committee by the Extension College Subcommittee, in cooperation with the Extension College Office

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Central Connecticut State College
New Britain, Connecticut

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PREAMBLE

THE PURPOSE OF THE ACADEMIC STANDARDS COMMITTEE IS PERCEIVED AS THE MAINTENANCE AND IMPROVEMENT OF THE QUALITY OF THE STUDENTS' EDUCATIONAL EXPERIENCE AT CENTRAL CONNECTICUT STATE COLLEGE. WE, THE MEMBERS OF THE EXTENSION COLLEGE SUBCOMMITTEE, AS DIRECTED BY THE ACADEMIC STANDARDS COMMITTEE AND IN COOPERATION WITH THE EXTENSION COLLEGE OFFICE, HAVE THUS UNDERTAKEN AN INVESTIGATION OF THE EXTENSION COLLEGE UNDERGRADUATE PROGRAM. THIS STUDY INCLUDES AN ANALYSIS OF THE STUDENT BODY, A SURVEY OF THEIR ATTITUDES TOWARD THEIR INSTRUCTIONAL AND GENERAL COLLEGE SERVICES, AND THEIR PREFERENCES FOR FUTURE COURSES AND PROGRAMS.

PART ONE - INTRODUCTION

I. REASONS FOR THE STUDY

The United States Association of Evening Students which represents the more than 5.7 million part-time continuing education students in the United States has adopted as its motto and rallying cry, "It's Better At Night." They may have an excellent point!

Over 5,000 undergraduate and graduate students enroll in more than 400 different courses at Central Connecticut State College each semester. According to the Extension College Bulletin, "The program serves individuals who desire to continue degree studies or who wish to pursue a particular avocation on a part-time basis." Part-time students may be either part-time matriculants pursuing a planned program of study on a part-time basis which culminates in the award of a specific degree, or nonmatriculated students not in a planned degree program of study who may register for up to a maximum of ten semester hours of credit but must apply for matriculation before 30 semester hours are completed.

It is a common belief that Extension College enrollment consists predominantly of persons not qualified for full-time day college matriculation. It is also a common belief that part-time matriculated graduate students comprise a substantial percentage of Extension College enrollment. However, if once true to some degree in the past, it now appears that a major change in the make-up of the part-time student group has occurred in recent years. Limited data available indicates that predominant enrollment consists of undergraduate students who are program-oriented and degree-seeking in all the degree areas of the College. These students have found it impossible to enroll in day programs due to the necessity of maintaining full-time employment.

This fact came to the attention of the Extension College Subcommittee of the Academic Standards Committee during its Fall orientation session. Concerned with maintaining and improving the quality of undergraduate instruction at Central, especially in Extension College programs, the Subcommittee resolved to gain a deeper understanding of Extension College enrollment growth and composition change.

Recognition of the effects of enrollment growth and composition change soon became apparent. Identified was the problem that departmental faculty advisement regarding program choice did not seem to be equal to the availability of advisement for the full-time day student. Also identified was the understanding that part-time students have compared their CCSC course experiences with their previous educational experiences and have expressed high dissatisfaction with the quality of instruction in certain classes either in their major field or in general education courses.

It was also discovered that part-time students have complained about inadequacy of student services at the Admissions Office and college facilities - the Bookstore, Food Services, Security Office, and parking. The Subcommittee discussed the possibility that dissatisfaction with student services and college facilities, along with dissatisfaction with their educational experiences, might be directly related to part-time student decisions to enroll, continue to enroll, or withdraw from courses at Central.

Finally, a recognition that part-time students have expressed dissatisfaction with the present manner of scheduling courses either during the day or evening, number of nights a week, on campus or off-campus and during the regular semesters and Summer Sessions was gained by the Subcommittee.

II. AUTHORIZATION FOR THE STUDY

After receiving this information, the Academic Standards Committee, through its Extension College Subcommittee, in cooperation with the Extension College Office, resolved to study the undergraduate part-time Extension College program.

III. THE PROBLEM

The purpose of this study was to determine the profile characteristics of the undergraduate part-time students (both matriculated and nonmatriculated); their reasons for enrollment at CCSC; their attitudes toward the college and its programs; and their preferences toward courses and scheduling.

Such determinations having been made, the study group assessed their findings in order to make specific recommendations aimed at reducing dissatisfaction among the undergraduate part-time students and improving their total educational experience.

IV. STUDY QUESTIONS

In this study, answers were sought to the following questions:

1. What are the basic profile characteristic differences of part-time matriculated and part-time nonmatriculated students?
2. What major differences exist between the part-time matriculant and part-time nonmatriculant attitudes of satisfaction or dissatisfaction regarding their educational experiences at CCSC?
3. What are the major differences between the part-time matriculant and the part-time nonmatriculant attitudes of satisfaction or dissatisfaction with specific college services?
4. What are the major differences between the part-time matriculant and the part-time nonmatriculant preferences in course scheduling?

PART TWO - DESIGN OF THE STUDY

I. POPULATION

It has been pointed out previously in this report that each semester approximately 5,000 students register for course work through the Extension College. In Spring 1980 this included 1,977 graduate students and 3,217 undergraduates. The Study Group determined to initially survey the part-time undergraduates since this appeared to represent the largest and most growth-oriented segment of the Extension program.

II. THE SURVEY INSTRUMENT

The questionnaire used in this survey is displayed as APPENDIX A. It was developed by the Study Group over a full-year period. While initial ideas were drawn from questionnaires used by other colleges, the style, format, and questions were devised, reviewed, and rewritten several times by the Study Group before a tentative final draft was completed. A pre-test was conducted on 1979 Summer School students. Unclear statements were rewritten and the finalized instrument was reproduced in sufficient quantities so that it could be administered during the early weeks of the Spring, 1980 Semester.

III. GATHERING THE DATA

Most undergraduate Extension College classes meet on a Monday-Wednesday or Tuesday-Thursday cycle. Two hundred and fifty three undergraduate course sections were identified in this group. As a result of this observation and in order to minimize the chance of surveying the same students more than once; sections to be surveyed were taken from this group. The random selection process, therefore, took every third course section from undergraduate courses scheduled to meet on a Wednesday or Thursday evening. From that group three out of every four sections were

again selected; the final yield being 66 course sections.

The instrument was actually administered on Wednesday, February 6, 1980, and Thursday, February 7, 1980 to 16 Extension College classes which ultimately surveyed 1,199 students.

IV. TREATMENT OF THE DATA

Like all contemporary surveys, this one was readied for mechanical processing with coding, keypunching, and registering on a computer disc. Thereafter statistical analyses were undertaken with the help of the Statistical Package for the Social Sciences (SPSS) and the programming skills of Thomas Flaherty, Computer Center Director, and a student assistant.

This process produced distributions of responses in terms of raw numbers and percentages, as well as various kinds of cross-categorizations. To test the reliability of the analysis, significance tests for all tables were also tabulated. Thus the results presented in this report, unless otherwise noted, have a higher significance then .05 by the Chi Square or Kendall's Tau B methods.

Since the extensive data resulting could not be completely examined in the short time available, this study focuses on selected elements of the results providing profile data on extension students, and attitudinal responses to instruction and services in the Extension program. Additionally, the major concern has been with part-time undergraduates answering the questionnaire.

Nearly all members of the committee have participated in examining this material. They have focused on what the norms in each category seem to be, results that seem unexpected, and explanations of issues raised when the questionnaire was formulated. While each brought his or her own experiences to this task, there was also extensive discussion on how the results

or findings related to the limited literature and what indications the data may have for CCSC - the extension enterprise specifically.

V. LIMITATIONS

In an academic community it need hardly be noted that such surveys never provide all the answers. But for readers unfamiliar with surveys we point out that everything presented is based on student attitudes at one moment in time. In addition, there has been no attempt to examine psychological motives for providing certain answers, or account for more than the actual answers to the questions presented, or to suggest the sample is representative of other student bodies at other schools.

Every attempt has been made to use a questionnaire, sampling method, and analytic approach that scientifically isolates responses from extraneous influences and provides answers to direct questions. But, like all social science research, this report will provide further information on how to make additional surveys that are even more able to isolate appropriate answers from nonappropriate influence on researchers and respondants.

PART THREE - FINDINGS OF THE STUDY

I. STUDY POPULATION AS PART OF THE TOTAL EXTENSION COLLEGE ENROLLMENT

A. TABLE 1 - STATUS COMPOSITION OF 1199 STUDENTS SURVEYED

502 or 42.3% were Undergraduate full-time day college students
340 or 28.2% were Undergraduate part-time matriculant students
210 or 17.5% were Undergraduate part-time nonmatriculant students
49 or 4.1% were Graduate part-time matriculant students
68 or 5.7% were Graduate part-time nonmatriculant students
30 or 2.5% were Graduate full-time students

The focus of this report is on the Part-time matriculated (PTM) student and the Part-time nonmatriculated (PTNM) student. This study sample of 550 students represents 45.9% of all students surveyed and 17.1% of 3,217 officially reported part-time undergraduates enrolled for the Spring, 1980 Semester.

Although not a focus of this study, it is interesting to note that Undergraduate full-time day students make-up 42.3% of Evening Extension College enrollment suggesting that this may deserve and provide data for further study at a later date.

The conception that Graduates comprise a large percentage of Extension College enrollment does not appear to be substantiated by TABLE 1.

II. UNDERGRADUATE STUDENT PROFILE CHARACTERISTICS

A. TABLE 2 - DISTRIBUTION BY SEX

CATEGORY	PTM NO.	%	PTNM NO.	%
Male	173	51	94	45
Female	166	49	115	55
	339	100.0*	209	100.0*

Obviously, while females comprise the majority of nonmatriculated (or uncommitted to a degree) students, they are a minority of the Part-time matriculated group. This may suggest that some female students are more tentative (at least in the beginning) in their choice of college programs.

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*Due to computerized rounding-off of percentages, totals do not always equal 100% in this study

B. TABLE 3 - DISTRIBUTION BY AGE

FREQUENCY DISTRIBUTION PTM'S AGE

	F	Percentage
18-21	35	11.04
22-25	88	27.76
26-29	67	21.13
30-33	61	19.24
34-37	42	13.24
38-41	10	3.15
42-45	9	2.83
46-49	2	.63
50 and over	3	.94

FREQUENCY DISTRIBUTION PT NON - MATRICS AGE

	F	Percentage
18-21	50	27.27
22-25	54	27.27
26-29	35	17.67
30-33	26	13.13
34-37	11	5.56
38-41	12	6.06
42-45	4	2.02
46-49	4	2.02
50 and over	2	1.01

More than 50% of the PTMs are between the ages of 22 and 29. Additionally, better than 90% are 37 years old or younger.

Nonmatriculated students tend to be younger than their matriculated counterparts. More than half of the PTNMs fall between the ages of 18-25. However, for both groups, 90% of the students are below the age of 37.

C. TABLE 4 - DISTRIBUTION BY COMMUTING DISTANCE

CATEGORY - MILES	PTM NO.	%	PTNM NO.	%
0-15	203	59.9	125	61.0
16-25	88	26.0	52	25.4
26-35	34	10.0	16	7.8
36-45	4	1.2	7	3.4
Over 45	10	2.9	5	2.5
	339	100.0	205	100.1*

Eighty-six percent of all undergraduates commute within a 25 mile radius of college; 95% commute within a 35 mile radius. This suggests a potential footprint for the Extension College from the towns of Granby and Winsted to the North; New Haven to Old Saybrook in the South; Torrington to Naugatuck in the West, and Coventry to Colchester in the East.

Impact of available highways is quite evident. CCSC's longest reach is up the Connecticut River to Enfield with very few students enrolling from Litchfield County. It is quite notable that Waterbury provides a very low number of students to CCSC. This suggests an intensified effort is needed to recruit students from that sector.

Forty percent of all undergraduates commute more than 15 miles to the college. This suggests that increased energy concerns may impact on future extension enrollments.

D. TABLE 5 - LOCATION WHERE PREVIOUS CREDITS WERE EARNED

CATEGORY - LOCATION	PTM NO.	%	PTNM NO.	%
CCSC	126	38.0	66	36.9
Two-year college	149	44.9	37	20.7
Four-year college	19	5.7	27	15.1
University	18	5.4	27	15.1
Other	20	6.0	22	12.3
	332	100.0	179	100.1*

Less than 40 % of the students earned most of their credits at Central. The most popular track for PTM's appears to be tranfer from two-year colleges. On the other hand, two-thirds of the nonmatriculants earned most of their credits at four-year colleges or universities, including CCSC.

*Due to computerized rounding-off of percentages, totals do not always equal 100%.

E. TABLE 6 - NUMBER OF COLLEGE CREDITS EARNED TO DATE

CREDITS	PTM %	PTNM %
Up to 15	92	58
30	89	47
45	85	39
60	72	31
75	58	21
90	41	13
105	25	10
120	6	6
More than 120	3	5

The above Table is cummulative percentage rates.

Close to 75 % of all PTM's had earned at least 60 credit hours and 58% have earned up to 75 credit hours. Nonmatriculants have completed far less credit with almost one-half having completed the equivalent of a freshman year of credits while less than one-third had completed to the Junior year level.

These statistics suggest that the PTM's are a more experienced group than the PTNM's since they have many more credits. However, there are those who have as many as 170 or more semester hours in both groups. This latter fact raises the point that strong counseling and academic advising services may be needed.

F. TABLE 7 - REASONS FOR CHOOSING CCSC FOR ENROLLMENT

PTM REASONS	REASONS RANKED IN PRIORITY ORDER							
	1		2		3		4	
	NO.	%	NO.	%	NO.	%	NO.	%
Availability of Desired Programs	135	48.2	74	26.4	47	16.8	24	8.6
Convenient Location	108	39.7	85	31.3	59	21.7	20	7.4
Least Expensive	49	19.8	72	29.0	58	23.4	69	27.8
Academic Reputation	23	9.6	40	16.7	64	26.7	113	47.1
	315		271		228		226	

PTNM REASONS	REASONS RANKED IN PRIORITY ORDER							
	1		2		3		4	
	NO.	%	NO.	%	NO.	%	NO.	%
Availability of Desired Programs	80	52.3	35	22.9	24	15.7	14	9.2
Convenient Location	74	49.7	46	30.9	20	13.4	8	5.4
Least Expensive	19	15.1	34	27.0	27	21.4	46	36.5
Academic Reputation	9	7.5	27	22.5	42	35.0	42	35.0
	182		142		113		110	

for both groups the most frequent reasons for enrolling at CCSC are "Availability of Desired Programs" and "Convenient Location". However, "Least Expensive" ranked quite high as an important reason for attending the college. For the PTNM the "Least Expensive" reason was relatively less frequent than for the PTM. This suggests that this is a reflection of a commitment by former two-year college students to the two and then the four-year public college combination. Nonmatriculant choices may be more governed by the nature of the College's program and less by cost than is the case among Part-time Matriculants.

G. TABLE 8 - NUMBER OF CREDITS CARRIED THIS SEMESTER AT CCSC

NUMBER OF HOURS	PTM NO.	%	PTNM NO.	%
1-3 hours	59	17.4	100	47.6
4-6 hours	184	54.1	78	37.1
7-9 hours	69	20.3	15	7.1
10-12 hours	17	5.0	8	3.8
Over 12 hours	10	2.9	5	2.4
	339	100.0	206	100.0

A greater proportion of matriculated students have higher credit load than is the case with nonmatriculants. It appears that matriculated students tend to take two courses of three semester-hour credit while the majority of nonmatriculated students prefer to take only a single three semester-hour course each semester.

H. TABLE 9 - EXPECTATIONS FOR COMPLETING A DEGREE AT CCSC

CATEGORY	PTM NO.	%	PTNM NO.	%
YES	323	96.4	135	65.9
NO	12	3.6	70	34.1
	335	100.0	205	100.0

This data provides an indication that matriculants are, as one might guess, a much more degree-oriented and more CCSC oriented group than is the case with the nonmatriculant.

I. TABLE 10 - DEGREE SOUGHT AT CCSC BY DEGREE AREA

DEGREE AREA CATEGORY	PTM NO.	%	PTNM NO.	%
BA	84	25.8	33	24.4
BS	229	70.5	70	51.9
BFA	3	.9	3	2.4
Undecided	9	2.8	29	21.5
	325	100.0	135	100.2

Degree-seeking students have chosen the B.S., B.A., and the B.F.A. in that order of frequency with the B.F.A. only a fraction of the other two. To be expected was the high percentage (21.5%) of undecided nonmatriculant students not yet committed to a degree area. However, this may suggest the need for greater counseling and advisement for these students.

J. TABLE 11 - MAJOR AREA

CATEGORY OF MAJORS IN RANK ORDER MOST OFTEN CHOSEN BY STUDENTS	PTM NO.	%
Administrative Science	69	22.0
Industrial Technology	50	16.0
Accounting	46	15.0
Marketing	28	9.0
Psychology	15	5.0
Computer Science	14	4.0
Industrial Technology Manufacturing	13	4.0
	PTNM NO.	**%**
Administrative Science	22	21.0
Industrial Technology	19	18.0
Marketing	11	11.0
Computer Science	9	9.0
Accounting	5	5.0
Psychology	4	4.0
Finance	4	4.0
Voc. Tech. Education	4	4.0

The greatest difference is that PTNM's enroll less in Accounting than PTM's, but prefer Marketing instead. They also have a higher percentage enrollment in computer science.

K. TABLE 12 - SCHOOL AFFILIATION

SCHOOL CATEGORY	PTM	NO.	%	PTNM	NO.	%
Arts and Sciences		68	19.8		34	20.1
Business		155	47.3		58	34.3
Education		22	6.7		17	10.1
Technology		80	24.4		38	22.5
Undecided		6	1.8		22	13.0
		331	100.0		169	100.0

Again, in agreement with Tables 9 and 10, student enrollment by rank order of preference is as follows: Business, Technology, Arts and Sciences, and Education. These findings seem to indicate a predominant career-orientation and job availability awareness. As to be expected, the percentage of non-matriculated students who are undecided as to school affiliation is much larger than the matriculated group.

L. TABLE 13 - DEGREE SOUGHT ELSEWHERE IF NOT INTENDING TO COMPLETE DEGREE AT CCSC OR ENTER FULL-TIME EMPLOYMENT

CATEGORY	PTM	NO.	%	PTNM	NO.	%
YES		31	31.3		61	54.5
NO		52	52.5		34	30.4
OTHER		16	16.2		17	15.2
		99	100.0		112	100.1

This data suggests that the nonmatriculant is less committed to CCSC than the matriculated student in regard to completion of a degree at CCSC or entering full-time employment.

M. TABLE 14 - INTENTION TO PURSUE FULL-TIME JOB WITHOUT DEGREE

CATEGORY	PTM	NO.	%	PTNM	NO.	%
YES		92	35.0		53	30.3
NO		171	65.0		121	69.1
		263	100.0		174	99.4

As a result of poor construction, survey items did not prove meaningful.

N. TABLE 15 - PRIMARY OBJECTIVE OF CCSC STUDY

CATEGORY REASON	PTM NO.	%	PTNM NO.	%
Preparation for employment	48	14.8	29	14.6
To change career fields	46	14.2	43	21.7
Advance within career field	185	57.1	75	37.9
Personal benefit or interest	41	12.7	31	15.7
Other	4	1.2	20	10.1
	324		198	

For both groups the largest percentage of students state that their primary reason for study at CCSC is advancement in a current career field. This reinforces the understanding that CCSC students are career-oriented and program-seeking students.

O. TABLE 16 - FINANCIAL ASSISTANCE RECEIVED

CATEGORY	PTM NO.	%	PTNM NO.	%
YES	113	33.2	102	48.6
NO	227	66.8	108	51.4
	340	100.0	210	100.0

P. TABLE 17 - FEDERALLY FUNDED ASSISTANCE

CATEGORY	PTM NO.	%	PTNM NO.	%
NO	311	91.5	192	91.4
YES	29	8.5	18	8.6
	340	100.0	210	100.0

Q. TABLE 18 - VETERANS BENEFITS

CATEGORY	PTM NO.	%	PTNM NO.	%
NO	285	83.8	185	88.1
YES	55	16.2	25	11.9
	340	100.0	210	100.0

R. TABLE 19 - COMPANY REIMBURSEMENT PROGRAM

CATEGORY	PTM NO.	%	PTNM NO.	%
NO	192	56.5	147	70.0
YES	148	43.5	63	30.0
	340	100.0	210	100.0

S. TABLE 20 - OTHER FINANCIAL ASSISTANCE

CATEGORY	PTM NO.	%	PTNM NO.	%
NO	335	98.5	196	93.3
YES	5	1.5	14	6.7
	340	100.0	210	100.0

T. TABLE 21 - NO FINANCIAL ASSISTANCE

CATEGORY	PTM	NO.	%	PTNM	NO.	%
NO		240	70.6		119	56.7
YES		100	29.4		91	43.3
		340	100.0		210	100.0

The PTM receives less financial assistance than the PTNM. Both groups seem to be using sources of funds from outside CCSC. Business or agency reimbursement and veterans' benefits rank first and second in both groups with no other source of aid having significant numbers.

III. ASSESSMENT OF THE EDUCATIONAL EXPERIENCE

A. INTRODUCTION

An important element of the survey was a measure of student satisfaction or dissatisfaction with the Services of the Extension College and with the Availability of Courses, the Quality of Instruction, and with the Special Services at Central Connecticut State College. In this largest part of the questionnaire, respondents had the opportunity of checking boxes labeled Highly Satisfied, Satisfied, Dissatisfied, Highly Dissatisfied, and No Experience for a variety of items.

Following the format used in the rest of the report, Table reports are presented first, displaying Satisfied figures combined from Satisfied and Highly Satisfied response data, Dissatisfied figures from combined Dissatisfied and Highly Dissatisfied data, and No Experience figures. Because students did not always respond or respond accurately to all items, the totals of answers per question vary and total percentages do not always add up to 100%.

In order to gain perspective with the viewpoint of Survey respondents, this section began with a question asking if this was the student's first semester at CCSC.

B. TABLE 22 - FIRST SEMESTER AT CCSC

CATEGORY	PTM NO.	%	PTNM NO.	%
YES	44	13.0	84	40.2
NO	295	87.0	125	59.8
	339	100.0	209	100.0

A much higher percentage of PTNM students have enrolled for the first time than indicated for the PTM.

EXTENSION COLLEGE SERVICES

A. TABLE 23 - EXTENSION COLLEGE SERVICES RATING

CATEGORY	PTM NO.	%	PTNM NO.	%
Satisfied	162	86.7	98	89.1
Dissatisfied	16	8.6	3	2.7
No Experience	9	4.8	9	8.2
	339	100.0	110	100.0

Especially encouraging to those working on this study was the positive response of the students to the services of the Extension College. Students were both satisfied with the particular aspects of the Extension Colleges services & the overall delivery of those services. Though an imperfection in the printing of the survey instrument meant that nearly a quarter of those filling out the form did not answer the question on Over-all Services. It is notable that over 85% of those who did answer this question checked the categories of Highly Satisfied or Satisfied. Hardly 5% were Dissatisfied with the services, and the remainder simply noted that they had No Experience with the delivery of the Services.

B. TABLE 24 - REGISTRATION SERVICE RATING

CATEGORY	PTM NO.	%	PTNM NO.	%
Satisfied	278	84.3	184	91.1
Dissatisfied	50	15.2	14	6.9
No Experience	2	.06	4	2.0
	330	99.56	202	100.0

An aspect one would expect every student to be familiar with is that of Registration. At some schools the Registration Office is much chastised, but at Central Connecticut State College better than 85% of the students in the Extension Division are Satisfied with the Registration services. In fact, among the respondents of the School of Education there was not one note of Dissatisfaction in relation to the Registration. Even in the School of Technology, where the Highest Dissatisfaction was demonstrated, 68% of the Matriculated part-time students and 84% of the Nonmatriculated part-time students were satisfied with this service. Among Matriculated students there is also some indication that the further a student has to travel, the more Dissatisfied he or she is with registration - 29% of those traveling over 26 miles indicated Dissatisfaction.

C. TABLE 25 - PART-TIME MATRICULANT OFFICE SERVICE RATING

CATEGORY	PTM NO.	%	PTNM NO.	%
Satisfied	257	77.4	97	50.2
Dissatisfied	26	7.8	12	6.3
No Experience	49	14.8	84	43.5
	332	100.0	193	100.0

For the part-time matriculant, special attention must be paid to the Part-time Matriculants Office since these students are appropriately appreciative of this office. Seventy-seven percent of them gave Satisfactory ratings to the services rendered here. And, as with the Registration Office students in the School of Education, did not check the Dissatisfaction column at all. Those few who were Dissatisfied were, again, likely to be traveling the lo ngest distances. Though only 8% of the part-time matriculants were dissatisfied with this office's rating, 24% of those traveling between 26 and 35 miles demonstrated such dissatisfaction. However, it is possible that there is a certain group of students who are not aware of this office or are not being fully served by it. For instance, over 20% of the students in business and education indicated they had no experience with the Part-time Matriculants Office.

Of the students who have registered in the Extension Program as Part-time Matriculants, 30% who list as their primary objective for doing so, "Preparation for future employment," are not experienced in the use of this office.

D. TABLE 26 - COUNSELING AND ADVISEMENT RATING

CATEGORY	PTM NO.	%	PTNM NO.	%
Satisfied	164	49.4	74	37.6
Dissatisfied	70	23.8	27	13.7
No Experience	89	26.8	96	48.7
	332	100.0	197	100.0

Equally important to Part-time Matriculants as their Registration Program, is the Counseling/Advisement Office. Unfortunately, a very high number of students have no experience with either office. For instance, 48.7% of the nonmatriculated part-time students and 26.8% of the matriculated part-time students indicate they have not had experience with it. The students without such experience, if nonmatriculated, are also Undecided as to the School in which they will major. Sixty-five percent of the students who are "Undecided" about the School at Central Connecticut State College wherein they will study indicated no experience with counseling and advisement. Interestingly, 61% of those who transferred here from a university did not have such experience; 62% of those who chose CCSC for its academic reputation do not have such experience, and 61% of those who chose it because it is least expensive, had no experience with the advisement office. As may be expected, the more credits a student has at Central Connecticut State College, the more experience the student does have with advisement. When it comes to satisfaction with these offices, students in Education are again the most appreciative. Over 68% of them, meaning none were dissatisfied, checked the appropriate box of satisfaction.

An interesting result on dissatisfaction with counseling and advising

is demonstrated amongst students who chose Central Connecticut State College primarily because of its low expense. Throughout the largest part of this survey, this group of students usually demonstrated comparably high rates of dissatisfaction with a broad variety of CCSC programs. But when it comes to counseling and advising, it is only the nonmatriculated part-time student who chose the college for low expense who demonstrated a high rate of dissatisfaction. One third indicated this rate. However, their matriculated counterparts showed comparably low levels of dissatisfaction since only 19% of them were dissatisfied.

There are some areas where the dissatisfaction levels could indicate that special attention is necessary for certain groups of students. For example, students who intend to graduate from CCSC are nearly three times as likely to be dissatisfied with the counseling and advisement services, as those who don't. And the more credits a student is taking in the current semester as well as the more credits a student has taken over recent years, suggests the more likely the student is to be dissatisfied with counseling and advising. Among matriculated students, over 30% of those who are currently taking more than 12 hours of credits are dissatisfied with advising. Also, students who are between 20 and 40 are more likely to be dissatisfied than the younger students.

E. TABLE 27 - RATING OF COURSE AVAILABILITY

CATEGORY	PTM NO.	%	PTNM NO.	%
Satisfied	219	64.6	160	76.9
Dissatisfied	120	35.3	41	19.7
No Experience	0	.0	7	3.4
	339	99.8	208	100.0

However, students do not necessarily come to Central Connecticut State College because of the services that are offered. They come for the courses. Over 50% of the part-time students (when asked what the primary reason was for coming to Central Connecticut State College) gave "the ability to gain a desired program." It is extremely important to look at their ratings of the course availability. And here again the college does quite well. Almost 65% of the matriculated students and 79% of the nonmatriculated students are satisfied with the availability of courses. Especially satisfied are the students in Education and Business as well as the non-matriculated students in Technology. But among matriculated students, those in Arts and Sciences and in Technology have a contingent of over 40% who are dissatisfied with the courses available in the Extension Program, largely the Evening Program. When compared with the students objectives for coming to Central, one finds that those who are taking courses for their personal benefit are the most likely to be dissatisfied at the availability of the offerings. And those who chose the institution for its low expense, as well as those who chose the institution for its academic reputation, are more likely to be dissatisfied than those who chose to come here for the location or the program offerings. When we look at where these students came from, we also discover that satisfaction levels are highest (over 60%) for students who have earned most of their credits from CCSC or who have transferred from two-year colleges. However, amongst matriculated students who transferred from other four-year colleges or from a university, 50% are dissatisfied with the courses available. Also, students who are job-oriented and intend to pursue a full-time job before getting their degree are more likely to be dissatisfied, (44% falling into this category) than

the ones who do not have that intention.

As may be expected, the dissatisfaction with the availability of courses grows as the number of credits a student has taken here at the college increases. Quite obviously more specialized demands come into focus with experience.

Before moving on to the next part of the survey which has to do with student course and scheduling preferences, it is worthwhile, for comparative purposes, to take a look at the question of the rating of course availability in terms of the majors of the respondents. Unfortunately, this cannot be done for all majors due to statistical requirements, but Accounting, Computer Sciences, Administrative Sciences, Marketing, Psychology, and Technology each represent more than 5% of the total sample so we will concentrate on them. In doing this we discover that students in Accounting, Administrative Sciences, Marketing and Psychology are generally quite satisfied with the courses available here. Among students in Technology, 90% of those who are not matriculated are satisfied, but only 50% of those who are matriculated are. The only other area where students show similar dissatisfaction with availability of courses is Computer Sciences. There, precisely a third of the nonmatriculated students and 54% of the matriculated students indicate dissatisfaction.

Over-all it must be noted that since the dissatisfaction with the availability of courses is reflected by about 20% of the nonmatriculated part-time students, but by over a third of the matriculated students, there may be a special concern in regard to this latter group. With 45% of the part-time matriculated students in Arts and Sciences and 44% of those in Technology indicating such dissatisfaction it is quite possible this results from the difference between the offerings the individual schools make in the Evening Extension Program and those made during the full-time program.

F. TABLE 28 - RATING OF PROGRAM REQUIRED COURSES AVAILABILITY

CATEGORY	PTM NO.	%	PTNM NO.	%
Satisfied	207	60.5	120	58.6
Dissatisfied	111	33.0	33	16.0
No Experience	19	5.6	52	25.4
	337	99.1	205	100.0

Further information on this is gained by looking at the statistics on the availability of program required courses. Over-all, 60% of the students are satisfied with these, but with one quarter of the nonmatriculated students indicating no experience in this area their dissatisfaction rate is only 16%. Concentrating on the matriculated students, (where the satisfaction rate is nearly 62%) we discover that in the Schools of Technology and Arts and Sciences the dissatisfaction rate is relatively high. In Technology it is 41.3% and in Arts and Sciences it is 53.8%. By focusing further on the majors where there is large enrollment, we discover that over 61% of those in Computer Sciences show such dissatisfaction, and in Industrial Technology it is 44%. The students who show the highest rates of satisfaction, over 70%, are in Administrative Sciences and in Marketing. In terms of dissatisfaction, the only other notable facet among those checking it in terms of the availability of program required courses is that over 50% of those students who have transferred here from four-year colleges or from universities are dissatisfied. Happily, well over 70% of those coming to CCSC for academic reputation are satisfied with the availability of required courses.

But when we look at nonmatriculated students we find that 47% of these whose first reason for coming here was the low expense are dissatisfied with the availability of program required courses. Though this group indicates general dissatisfaction with CCSC, its discontent seems to be focused at a higher rate on this question of the availability of required courses.

G. TABLE 29 - RATING OF AVAILABILITY OF NON-CREDIT COURSES

CATEGORY	PTM NO.	%	PTNM NO.	%
Satisfied	86	25.9	58	28.8
Dissatisfied	12	3.6	6	3.0
No Experience	234	70.5	137	68.2
	332	100.0	201	100.0

Questions were also asked on the availability of non-credit courses but we will focus on this very little since over two-thirds of the respondents had no experience with such courses. It should only be said that where students had had experience with non-credit courses they were overwhelmingly satisfied.

H. TABLE 30 - QUALITY OF INSTRUCTION

CATEGORY	PTM NO.	%	PTNM NO.	%
Satisfied	134	90.5	88	90.7
Dissatisfied	12	8.1	3	3.1
No Experience	2	1.4	6	6.2
	248	100.0	97	100.0

If the availability of courses in the Extension College seems to be a problem according to this survey, the quality of instruction certainly is not. There is overwhelming satisfaction in terms of the number of students checking the appreciative boxes. Ninety point seven percent of the nonmatriculated students and 90.5% of the matriculated students are satisfied. In the School of Technology, where there is such large dissatisfaction with the course offerings, the satisfaction with quality of instruction is especially high - 100% of the nonmatriculated students and 97% of the matriculated students indicated their satisfaction. Even in Accounting where the dissatisfaction with the quality of instruction is highest, 80% of the students are satisfied.

I. TABLE 31 - QUALITY OF INSTRUCTION IN MAJOR COURSES

CATEGORY	PTM NO.	%	PTNM NO.	%
Satisfied	271	83.3	138	73.0
Dissatisfied	40	12.3	16	8.5
No Experience	14	4.3	35	18.5
	325	99.9	189	100.0

However, there is slightly more differentiation when we focus on instruction in major courses. There we find that over 22% of the matriculated students in Accounting and Computer Sciences indicate some level of dissatisfaction. Generally this is a very encouraging statistic with even the transfer students from two-year college, four-year colleges and universities perceiving the quality of instruction here as highly as do students who have all of their back ground here at CCSC.

J. TABLE 32 - QUALITY OF INSTRUCTION IN GENERAL EDUCATION COURSES

CATEGORY	PTM NO.	%	PTNM NO.	%
Satisfied	270	82.6	127	68.8
Dissatisfied	34	10.4	12	6.4
No Experience	23	7.0	47	25.3
	327	100.0	186	100.0

But with most of their efforts pointed towards their major, some might expect that the General Education requirements would create some question about the quality of instruction. They do not. Eighty three percent of those in the matriculated status and 68% of those who are not matriculated are satisfied with the quality of these General Education courses. Among the nonmatriculated students, the highest level of dissatisfaction is demonstrated by those in Education, (21%) and by 15% of those who are preparing for employment. However, it should be noted that among both the matriculated and the nonmatriculated Extension students dissatisfaction over the quality of instruction and General Education courses increases with the distance they travel to the college. For both the nonmatriculated and matriculated students, this dissatisfaction increases with the number of credits they are taking this semester yet decreases with the number of credits they have taken over-all. In the category of those matriculated and carrying over 12 hours, 30% find dissatisfaction with General Education courses in the quality of teaching. It is also the youngest of these students who is dissatisfied - those under 20 being one-third in this category.

K. TABLE 33 - QUALITY OF ASSIGNMENTS

CATEGORY	PTM NO.	%	PTNM NO.	%
Satisfied	286	86.4	177	87.2
Dissatisfied	42	12.7	15	9.4
No Experience	3	.9	11	5.4
	331	100.0	203	100.0

When further investigation was made to the quality of assignments and classroom activities, students were also highly supportive of the CCSC program. Among both the matriculated and nonmatriculated part-time students, over 86% were satisfied in this area. In addition, the dissatisfaction rates are so low and so uniform that there are no significant differences between categories notable enough to be commented upon.

L. TABLE 34 - STUDENT-FACULTY RELATIONS

CATEGORY	PTM NO.	%	PTNM NO.	%
Satisfied	171	85.9	110	88.7
Dissatisfied	17	8.5	6	4.8
No Experience	11	5.5	8	6.5
	199	99.5	124	100.0

M. TABLE 35 - FACULTY INTEREST IN STUDENTS

CATEGORY	PTM NO.	%	PTNM NO.	%
Satisfied	267	80.7	175	87.5
Dissatisfied	20	16.0	20	10.0
No Experience	11	3.3	5	2.5
	298	100.0	200	100.0

In the above sections a number of questions were asked regarding Student/Faculty Relations. While these dealt in the faculty interest of the student, they turned out to be another facet which created strong responses of satisfaction by the students. Of those who were not matriculated, 87.7% indicated satisfaction here and of the matriculated students it was 85.9%. Among students in Arts and Sciences and in Education this facet was especially strong. One hundred percent of the nonmatriculated and 84% of the matriculated Arts and Science students indicated satisfaction with faculty interest in students and in Education it was 94% of the nonmatriculated students and 89% of the matriculated students. Whether one breaks this down by school or by major, at least 76% of the students in every category indicated satisfaction.

N. TABLE 36 - CLASSROOM ATMOSPHERE

CATEGORY	PTM NO.	%	PTNM NO.	%
Satisfied	243	73.7	161	83.4
Dissatisfied	86	26.0	30	15.6
No Experience	1	.3	2	1.0
	330	100.0	193	100.0

As with other matters of teaching, classroom atmosphere is adjudged satisfactory by a large number of students who are taking Extension courses. In Arts and Sciences Education and Technology, the percentage is between 81 and 86%. In Business, 75% of the nonmatriculated students are satisfied with the classroom atmosphere. Amongst the matriculated students the satisfaction level is again high for the students in Education - 86% - while in the other Schools it ranges from 70% to 73%. But, as in other categories, the further the student commutes, the more likely he or she is to rate classroom atmosphere in a dissatisfied light. The dissatisfaction level is especially low among students who have transferred here from two-year colleges. For nonmatriculated students, it is also very low for those who transferred from four-year colleges and from universities, but for matriculated students the dissatisfaction level (about 30%) is the same for those who have taken most of their credits at CCSC and those who have transferred from the four-year colleges or universities. Amongst matriculated students, the dissatisfaction level is also highest, over 30%, for those who primarily chose CCSC because it was least expensive and because of the convenient location. In fact, there's an inverse corollation between the ranking of choice because this is a convenient location and the dissatisfaction with classroom atmosphere; among those who rank the location as the first factor in choosing the College is found a 34.6% dissatisfaction and those who ranked it fourth are only dissatisfied in 10% of the cases. When we look at the relationship between dissatisfaction with classroom atmosphere and the number of hours that the student is taking here, the results are quite different from those we have identified thus far. Though it is true that the dissatisfaction rate

goes up with the more hours that students take this is only true in the matriculated student category. For nonmatriculated students exactly the reverse occurs - the more hours they are taking the fewer of them are dissatisfied with the classroom atmosphere.

O. TABLE 37 - STUDENT-FACULTY RESPECT

CATEGORY	PTM NO.	%	PTNM NO.	%
Satisfied	300	90.1	185	92.5
Dissatisfied	33	9.9	10	5.0
No Experience	0	.0	5	2.5
	333	100.0	200	100.0

Another facet of the issue on quality under investigation concerns student-faculty respect. It turned out to be an area where the distribution of satisfaction was even higher than elsewhere. Ninety percent of the sample of part-time undergraduates found satisfaction with this area. With such a small number being dissatisfied, it is worth noting that the only subcategory in which the dissatisfaction rate was over 20% are the matriculated undergraduates in Computer Sciences.

P. TABLE 38 - ADVISEMENT FROM ACADEMIC DEPARTMENTS

CATEGORY	PTM NO.	%	PTNM NO.	%
Satisfied	80	44.2	37	33.1
Dissatisfied	46	25.4	7	6.3
No Experience	55	30.4	68	60.7
	181	100.0	112	100.0

Since the academic experience is not just one of classroom quality, but also is one of advisement within the academic departments, (as differenciated from advisement through the advising office) two relevant questions are investigated in this study. The first had to do with the availability of such advisement, a facet which did not command as widespread support as other elements of the CCSC experience. Among nonmatriculated students 57.1% even indicated that they had no experience with advisement in their departments. In the matriculated group, over 72% did have such experience and 44% are satisfied with the experience.

Q. TABLE 39 - AVAILABILITY OF ADVISEMENT

CATEGORY	PTM NO.	%	PTNM NO.	%
Satisfied	147	44.8	64	33.0
Dissatisfied	89	27.1	17	8.8
No Experience	92	28.0	113	58.2
	328	99.9	194	100.0

Initially the availability of advisement is 38.5% which is the only area where more students are dissatisfied than are satisfied with this facet. As was true for other factors, the matriculated students who traveled the furthest, possibly because they have the least time to partake of it, are the most dissatisfied with the availability of advisement. But surprisingly, it should also be noted that 41.2% of the students transferring from universities are dissatisfied with the availability of advisement.

R. TABLE 40 - QUALITY OF ADVISEMENT

CATEGORY	PTM NO.	%	PTNM NO.	%
Satisfied	153	47.7	60	30.9
Dissatisfied	17	19.3	12	6.1
No Experience	105	33.0	122	62.9
	275	100.0	194	99.9

The students most satisfied with advisement among the matriculants are those who earned their previous credits at CCSC, of course these are the students who have also had the greatest opportunity. When we look at questions on the quality of departmental advisement the results are slightly more encouraging than they were for its availability. Forty eight percent of the matriculated students are satisfied with it. In every School, except Business, over 70% indicated experience with the quality of departmental advisement. In the School of Business only 56% indicate such familiarity. Once again the students who have transferred from universities are most likely (to the level of 32%) to be dissatisfied with quality of departmental advising. In other categories the students cannot be categorized specifically.

IV. COLLEGE SERVICES-ATTITUDES OF SATISFACTION OR DISSATISFACTION

A. TABLE 41 - RATING OF STUDENT SERVICES OVERALL

CATEGORY	PTM NO.	%	PTNM NO.	%
Satisfied	110	68.3	56	59.5
Dissatisfied	15	9.3	4	4.3
No Experience	36	22.0	34	36.2
	161	99.6	94	100.0

An important purpose of the survey was to check on student attitudes toward the various services offered by the college. Not only were some global questions asked about all student services but a number of the offices were listed individually and students were asked to rate them on a scale running from VERY SATISFACTORY to VERY UNSATISFACTORY. Unfortunately, imperfection in the printing of the instrument meant that over a third of the sample did not respond to the global question on student services, thus making items in this category relatively insignificant. However, it can be pointed out that 68% of those who did answer this question were SATISFIED with the student services and 23.1% indicated NO EXPERIENCE. Only 9% were DISSATISFIED.

B. TABLE 42 - RATING ADMISSIONS OFFICE SERVICES

CATEGORY	PTM NO.	%	PTNM NO.	%
Satisfied	255	77.9	114	59.6
Dissatisfied	21	6.4	6	3.0
No Experience	51	15.6	74	37.4
	327	99.9	196	99.0

When asked to focus on the Admissions Office most students did answer the question. Of them, 36% of the nonmatriculated students said NO EXPERIENCE but 84% of the matriculated did have EXPERIENCE with that office. Of the matriculated students 78.5% are SATISFIED with its services and only 6.6% are DISSATISFIED. Interesting is the fact that the rate of SATISFACTION is 100% amongst those students who come from over 36 miles and are non-matriculated. But a curious element of the study is that only students in Business and in Technology who are matriculated have high likelihood

of not being experienced with this office. In Business, 17.4% and in Technology 15.2% of the matriculated students have NO EXPERIENCE with the Admissions Office.

C. TABLE 43 - RATING FINANCIAL AID SERVICES

CATEGORY	PTM NO.	%	PTNM NO.	%
Satisfied	72	21.2	35	18.3
Dissatisfied	18	5.5	13	6.8
No Experience	232	72.0	143	74.9
	322	98.7	191	100.0

The students were also asked about their relationship to the Financial Aid Office, an area with which many were unfamiliar. Of those who were aquainted with the office, their satisfaction rate is relatively high. It is Education where the highest familiarity, with Financial Aid occurs - 47.9% - and it is also Education where there is highest SATISFACTION with this office. Of the students in Arts and Sciences, on the other hand, 81% have NO EXPERIENCE with the Financial Aid Office and of those who have EXPERIENCE there are as many who are SATISFIED as there are DISSATISFIED. For nonmatriculated students the statistics are slightly different. There only 71% of the Arts and Sciences students have NO EXPERIENCE with that office, but those who do are very highly supportive of it. When one looks at the nonmatriculated students, those in Education have again had relatively high experience with the Financial Aid Office, but 4/5's of those who had that experience are DISSATISFIED. It is quite possible that there is higher differentiation between matriculated and nonmatriculated student reception of Financial Aid in the Education school than in other schools.

Among the nonmatriculated students there are some other notable results in terms of the Financial Aid Office. For instance the few students who travel long distances are more likely to be DISSATISFIED with that office. Also over a third of those whose major objective in coming to CCSC is preparation for employment are DISSATISFIED with that office. Neither of these results are substantiated amongst the matriculated students.

D. TABLE 44 - REGISTRARS OFFICE SERVICES

CATEGORY	PTM NO.	%	PTNM NO.	%
Satisfied	215	65.0	107	54.0
Dissatisfied	44	13.5	14	7.0
No Experience	71	21.5	77	39.0
	330	100.0	198	100.0

An office in which one expects all students would have some familiarity is the Registrars Office. Yet our results indicate this is not so. Amongst the nonmatriculated students 39% have NO EXPERIENCE with that office and among the matriculated students it is 21%. But once again this office is rated quite highly by the Extension students of the college. Only 8.6% of the nonmatriculated students and 14% of the matriculated students are DISSATISFIED with it. Of these it is only the matriculated students in Technology who show a relatively high rate of DISSATISFACTION, 24% of them, with the Registrars Office.

E. TABLE 45 - PLACEMENT OFFICE SERVICES

CATEGORY	PTM NO.	%	PTNM NO.	%
Satisfied	39	11.7	26	12.7
Dissatisfied	16	4.8	3	1.5
No Experience	278	83.5	175	85.8
	333	100.0	204	100.0

Due to the small number of students who are experienced in the use of the Placement Office, it is impossible to make statistical evaluations of their SATISFACTION OR DISSATISFACTION. However, in itself, it might be notable that over 83% of the students, both matriculated and nonmatriculated have NO EXPERIENCE with this office. Could the question be asked if the office's activities are known well enough to our Extension students and if the office is fully available the hours that students are on campus?

F. TABLE 46 - COUNSELING CENTER SERVICES

CATEGORY	PTM	NO.	%	PTNM	NO.	%
Satisfied		79	23.5		43	20.9
Dissatisfied		30	9.0		9	4.4
No Experience		227	67.5		153	74.6
		336	100.0		205	99.0

Some similar issues might be rated in relation to the Counseling Center. But in that case approximately 30% of the students do have some familiarity with the services. Of those without experience with this unit the highest portion is found in the School of Arts and Sciences. There, 75% of the total sample of part-time students and 82% of the nonmatriculated students have not had experience with the Counseling Center. But once again, as with other categories, students in Education have both the highest level of exper ence with the Counseling Center and the highest rate of SATISFACTION with it.

G. TABLE 47 - STUDENT CENTER SERVICES

CATEGORY	PTM	NO.	%	PTNM	NO.	%
Satisfied		199	59.5		93	46.0
Dissatisfied		36	10.8		14	6.9
No Experience		99	29.6		95	47.0
		334	100.0		202	99.9

Since it provides a focus of night life and certainly a center for meals, recreation, and social interaction the Student Center is better known to all of the Extension students than other types of student services. Among matriculants 70% are EXPERIENCED in the use of that facility and among non-matriculants it is slightly over 50%. Fortunately over 80% of those who are familiar with the center are SATISFIED with it.

H. TABLE 48 - SECURITY OFFICE SERVICES

CATEGORY	PTM	NO.	%	PTNM	NO.	%
Satisfied		143	42.8		73	35.8
Dissatisfied		28	8.4		10	4.9
No Experience		163	48.8		121	59.3
		334	100.0		204	100.0

Since most students of this program are on campus during hours after sunset, it is highly notable that Security Office rating is both high and not experientially involved of most students. It is worth noting that of the total sample of part-time students, including graduate students who take undergraduate Extension courses, males seem to have a higher familiarity with the Security Office than do female, and their level of SATISFACTION is also higher with that office.

I. TABLE 49 - VETERANS OFFICE SERVICES

CATEGORY	PTM NO.	%	PTNM NO.	%
Satisfied	82	24.9	35	17.2
Dissatisfied	3	.9	1	.5
No Experience	244	74.2	167	82.3
	329	100.0	204	100.0

The next office examined, the Veterans Office, is one where it would be expected there are not many making contact. In fact that is true over 75% of the total sample has NO EXPERIENCE there. The DISSATISFACTION level is basically low, indicating that there is general positive regard to this office.

J. TABLE 50 - HEALTH SERVICES

CATEGORY	PTM NO.	%	PTNM NO.	%
Satisfied	42	12.6	16	7.9
Dissatisfied	11	3.3	6	2.9
No Experience	279	84.0	182	89.2
	332	99.9	204	100.0

Health, for our students, is also a service apparently needed by most Extension students.

K. TABLE 51 - COLLEGE FACILITIES

CATEGORY	PTM NO.	%	PTNM NO.	%
Satisfied	107	88.4	60	93.7
Dissatisfied	13	10.8	1	1.6
No Experience	1	.8	3	4.7
	121	100.0	64	100.0

The College Facilities (restrooms) generally are in exactly the opposite

situation. Everyone must use them. And of course it is always nice to see that over 90% are SATISFIED with them.

L. TABLE 52 - COLLEGE BOOKSTORE

CATEGORY	PTM NO.	%	PTNM NO.	%
Satisfied	282	84.2	177	87.6
Dissatisfied	49	14.6	18	8.9
No Experience	3	3.5	7	3.5
	334	100.0	202	100.0

When it comes to the College Book Store, a facility not absolutely necessary in all courses, it is also heartening to note that nearly all students have familiarity with the service and are highly SATISFIED, with it.

M. TABLE 53 - COLLEGE LIBRARY

CATEGORY	PTM NO.	%	PTNM NO.	%
Satisfied	224	67.9	112	55.4
Dissatisfied	31	9.4	8	4.0
No Experience	75	22.7	82	40.6
	330	100.0	202	100.0

The results on the College Library will be especially interesting to those who have been complaining about it for many years. Students who have familiarity with the college library are also students who are SATISFIED with it for the most part. More important may be the fact that so many, 23% of the part-time matriculants and over 40% of the nonmatriculants, have NO EXPERIENCE with it. Some might assume that familiarity with the library depends on what kind of program a student is enrolled in, but it is worth noting that the NO EXPERIENCE level is relatively constant for students in all four of the Schools of this College.

N. TABLE 54 - INSTRUCTIONAL EQUIPMENT

CATEGORY	PTM NO.	%	PTNM NO.	%
Satisfied	97	30.2	44	22.4
Dissatisfied	27	8.4	10	5.0
No Experience	197	61.4	143	72.6
	321	100.0	197	100.0

In the area of Instructional Equipment the results are difficult to analyze.

For one thing over 2/3's of the students do not have familiarity with them, and for another much of the demand for instructional equipment is on the part of teachers rather than students. Considering the potential for using the computers and similar facilities on campus it is highly noteworthy those students who do use them are SATISFIED.

O. TABLE 55 - PARKING

CATEGORY	PTM NO.	%	PTNM NO.	%
Satisfied	92	27.8	57	32.3
Dissatisfied	233	70.4	130	62.8
No Experience	6	1.8	10	4.8
	331	100.0	197	99.9

Parking is the aspect of this college that in general caused the largest number of complaints written on the questionnaire, and as the above statistics indicate it is also an area that suggests very high DISSATISFACTION. In fact it is not only the highest level of DISSATISFACTION of anything on the survey, it also has the highest level of people who are Extremely DISSATISFIED. While one quarter of the sample is DISSATISFIED, over 2/3's are HIGHLY DISSATISFIED. It may also be surprising to some readers to note that the level of HIGH DISSATISFACTION is the same no matter how far the students must commute. It might be pointed out though, that the students most DISSATISFIED with parking are those in Business.

P. TABLE 56 - FOOD SERVICES

CATEGORY	PTM NO.	%	PTNM NO.	%
Satisfied	121	36.7	44	22.4
Dissatisfied	57	17.4	24	12.2
No Experience	151	45.9	128	65.3
	329	100.0	196	99.9

On other campuses, the Food Service is the area for the highest complaint. But amongst the Extension students at Central, over half have NO EXPERIENCE with the food services, and of those who do most are SATISFIED. Satisfaction in other areas is equally applauded.

Q. TABLE 57 - CAMPUS ATTRACTIVENESS

CATEGORY	PTM NO.	%	PTNM NO.	%
Satisfied	241	72.2	152	74.2
Dissatisfied	76	22.7	28	13.3
No Experience	17	5.1	25	12.2
	334	100.0	205	99.7

R. TABLE 58 - SAFETY ON CAMPUS

CATEGORY	PTM NO.	%	PTNM NO.	%
Satisfied	201	60.1	141	68.4
Dissatisfied	99	29.7	38	18.4
No Experience	34	10.2	12	13.1
	334	100.0	191	99.9

S. TABLE 59 - EXTRACURRICULAR ACTIVITIES RATING OVERALL

CATEGORY	PTM NO.	%	PTNM NO.	%
Satisfied	28	17.0	17	16.5
Dissatisfied	11	6.7	3	2.9
No Experience	126	76.3	83	80.6
	165	100.0	103	100.0

Campus attractiveness is rated favorably by the students. Safety is satisfactory to students, especially to nonmatriculated students (men and women equally) and insofar as they have had experience within the extracurricular activities are SATISFACTORY.

T. TABLE 60 - QUALITY OF EXTRACURRICULAR ACTIVITIES

CATEGORY	PTM NO.	%	PTNM NO.	%
Satisfied	72	22.5	27	13.6
Dissatisfied	15	4.6	9	4.5
No Experience	233	72.8	163	81.9
	320	99.9	199	100.0

U. TABLE 61 - AVAILABILITY OF EXTRACURRICULAR ACTIVITIES

CATEGORY	PTM NO.	%	PTNM NO.	%
Satisfied	67	20.7	31	15.4
Dissatisfied	27	8.3	13	6.4
No Experience	231	71.0	158	78.2
	325	100.0	212	99.0

V. TABLE 62 - NEEDS MET BY EXTRACURRICULAR ACTIVITIES

CATEGORY	PTM NO.	%	PTNM NO.	%
Satisfied	72	21.7	28	13.9
Dissatisfied	28	8.6	11	5.5
No Experience	227	69.6	162	80.6
	327	99.9	201	100.0

In terms of the Extracurricular Activities it is worthwhile noting that the quality and the availability and the needs met by them are all considered SATISFACTORY even though a very high proportion of the students have NO EXPERIENCE with them. This is just that for this particular group of students, extracurricular activities are not very important, and for the few who care, they are adequate.

W. TABLE 63 - STUDENT INPUT INTO COLLEGE DECISIONS

CATEGORY	PTM NO.	%	PTNM NO.	%
Satisfied	65	19.1	28	13.5
Dissatisfied	66	19.7	20	9.5
No Experience	204	60.9	156	77.0
	335	99.7	204	100.0

The issue of Students Input into College Decisions was an interesting one in light of the 60's, for in fact many of the students who in the Extension College, as opposed to the full-time program, are those who have experienced the changes of the 60's. This is one of the few areas where matriculated students are equal with nonmatriculated students and equal in terms of the SATISFACTION AND DISSATISFACTION rates for college decisions. Unfortunately, the numbers are too low in terms of the SATISFACTION-DISSATISFACTION balances to break this down much further in gaining significant results. It might be worthwhile in the future to gain further insight into what kinds of students are looking for more input into college decisions.

X. TABLE 64 - IMPRESSION OF FELLOW STUDENTS

CATEGORY	PTM NO.	%	PTNM NO.	%
Satisfied	284	84.8	173	84.0
Dissatisfied	29	8.7	15	7.3
No Experience	22	6.6	18	8.7
	335	100.1	206	100.0

One of the aspects of the CCSC experience which could of course sour many students would be their acquaintanceship or capability of interacting

with their fellow students. Fortunately for all this is not a problem here. Eighty five percent of the matriculated students and 84% of the non-matriculated students are certainly SATISFIED with their fellows.

Y. TABLE 65 - OVERALL CCSC EXPERIENCE

CATEGORY	PTM NO.	%	PTNM NO.	%
Satisfied	289	87.3	192	88.0
Dissatisfied	38	11.5	9	4.3
No Experience	4	1.2	16	7.7
	331	100.0	217	100.0

Our last table had to do with Overall CCSC Experience. It is one which we are all interested in after reading the previous results. We expect the results to be favorable and so they are. The end point indicates student active appreciation of CCSC.

V. PREFERENCES IN SCHEDULING AND COURSES

I. REGULAR SEMESTERS

This section sought to elicit part-time Matriculant and part-time Non-matriculant preferences in scheduling, instruction, and types of courses. Regarding Fall and Spring courses, the students were asked to indicate their preferences by checking only one response under each numbered item.

A. TABLE 66 - STATED PREFERENCE FOR SCHEDULING INSTRUCTION-DAY OR EVENING COURSES

CATEGORY	PTM NO.	%	PTNM NO.	%
Evening Courses	305	90.8	185	88.9
Day Courses	31	9.2	23	11.1
	336	100.0	208	100.0

Both groups strongly prefer Evening Course scheduling with a slight percentage preference of the PTM for this type. This provides good evidence of the importance of maintaining an on-going evening college program.

B. TABLE 67 - STATED PREFERENCE FOR SCHEDULING INSTRUCTION-NIGHTS A WEEK

CATEGORY	PTM	NO.	%	PTNM	NO.	%
3 s.h.-2 nights a wk.		176	53.0		117	56.2
3 s.h.-1 night a wk.		156	47.0		91	43.8
		332	100.0		208	100.0

There is a slightly higher preference for 3 semester hour courses scheduled two nights a week for each group with a slightly higher percentage of PTM's favoring this choice.

C. TABLE 68 - STATED PREFERENCE FOR SCHEDULING INSTRUCTION AND COURSES-SATURDAY MORNING, SATURDAY AND SUNDAY (ALL WEEKEND) AND NO WEEKEND CLASSES

CATEGORY	PTM	NO.	%	PTNM	NO.	%
Saturday Morn.		140	42.1		65	31.9
All Weekend		61	18.4		33	16.0
No Weekend classes		131	39.5		106	52.0
		332	100.0		204	99.0

It is meaningful that 60% or so of the PTM's indicated a preference for Saturday/All weekend classes. Since the PTNM's also show a majority in favor this suggests additional courses be scheduled according to interests of part-time students.

D. TABLE 69 - STATED PREFERENCE FOR SCHEDULING INSTRUCTION AND COURSES ON-CAMPUS OR OFF-CAMPUS (ON-SITE)

CATEGORY	PTM	NO.	%	PTNM	NO.	%
On-Campus		192	57.0		142	69.3
Off-Campus		144	43.0		63	30.7
		336	100.0		205	100.0

The majority of both groups prefer On-Campus instruction but it is important to note that nearly 2/5's of the PTM's prefer Off-Campus teaching. This may be an indication of a working student population which finds it impractical to attend On-Campus courses.

E. TABLE 70 - STATED PREFERENCES FOR TYPES OF INSTRUCTION

CATEGORY	PTM	NO.	%	PTNM	NO.	%
Lecture/Discussion		243	73.4		150	74.0
Self-study		50	15.1		31	15.2
Home Study (CPTV)		38	11.3		22	10.8
		331	99.8		203	100.0

Courses based on the lecture/discussion method are the clear preference of the part-time student. However, there appears to be some interest in self-study and home study through use of Connecticut Public Television services.

F. TABLE 71 - STATED PREFERENCES FOR SCHEDULING SEMESTERS

CATEGORY	PTM NO.	PTM %	PTNM NO.	PTNM %
16 Week Semester	199	59.4	134	65.4
8 Week Semester	136	40.6	71	34.6
	335	100.0	205	100.0

More than half prefer the 16 Week Semester session. There is a fairly strong calling for the 8 Week Semester session plan which suggests preference for reducing semester length and increasing class duration.

II. SUMMER SESSION

This section sought to elicit PTM and PTNM preference in scheduling instruction and type of courses.

A. TABLE 72 - STATED INTEREST FOR SUMMER SESSION COURSES

CATEGORY	PTM NO.	PTM %	PTNM NO.	PTNM %
Interested	263	77.8	145	70.0
Not Interested	75	22.2	62	30.0
	338	100.0	207	100.0

It is very clear that a high percentage of students have interest in the Summer Session which indicates a need of many students to continue or complete studies begun in regular sessions. A slightly larger percentage of the PTM's are interested than are the PTNM's.

B. TABLE 73 - STATED INTEREST FOR SUMMER SESSION COURSES

CATEGORY	PTM NO.	PTM %	PTNM NO.	PTNM %
Summer-Day	37	11.8	27	14.5
Summer-Evening	216	69.0	115	61.8
No Summer	60	19.2	44	23.7
	303	100.0	186	100.0

Over 2/3's of both the groups prefer Summer Session courses to be scheduled during the evening. This suggests that the Extension College should schedule more of the desired courses in the evening than in the Day. A meaningful number or about 1/5 of the students have no interest in taking Summer classes.

C. TABLE 74 - STATED PREFERENCE FOR SUMMER SESSION CLASSES

CATEGORY	PTM	NO.	%	PTNM	NO.	%
3 Week Sum. classes		95	29.3		36	17.9
6 Week Sum. classes		58	18.0		29	14.4
8 Week Sum. classes		121	37.3		83	41.3
No Sum. classes		50	15.0		53	26.4
		224	99.6		201	100.0

About 2/5's of both groups prefer the 8 week Summer Session. The 3 week Summer Session ranks second in interest, particularly for the PTM. A much higher percentage of PTNM's prefer to take no Summer classes than the PTM's.

D. TABLE 75 - STATED PREFERENCE FOR TYPE OF COURSES

CATEGORY	PTM	NO.	%	PTNM	NO.	%
Degree-Credit		333	99.7		195	96.6
Non-Credit		1	.3		9	4.4
		334	100.0		204	100.0

There is almost overwhelming preference for degree credit courses compared to preference for non-credit courses. The PTNM has a slightly higher preference for non-credit courses than the PTM.

E. TABLE 76 - STATED REASON FOR PREFERING NON-CREDIT COURSES

CATEGORY	PTM	NO.	%	PTNM	NO.	%
Professional/Work related		37	50.7		31	50.0
Personal Devel./Gen. Int.		36	49.3		31	50.0
		73	100.0		62	100.0

The preference for non-credit course, if desired, is almost equally divided between the two groups. This suggests the percentage of each category type of courses that should be offered by the Extension College.

STUDY QUESTION CONCLUSIONS

A. WHAT ARE THE BASIC PROFILE CHARACTERISTIC DIFFERENCES OF THE PART-TIME MATRICULANTS AND THE PART-TIME NONMATRICULANTS?

1. PTM's comprise 28.2% of the undergraduate part-time Extension College enrollment. PTNM's comprise 17.5% of the enrollment which is a meaningfull smaller percentage of total enrollment than the PTM's.

2. Males comprise the majority of PTM's but females are the majority of the PTNM's.

3. PTM's tend to be older than PTNM's. But 90% of all part-time students are below the age of 37 years old.

4. About 86% of part-time undergraduates commute from within a 25 mile radius of the College. There is no great difference between the PTM and the PTNM in regard to commuting distance except that a slightly larger percent of the PTNM's commute from a distance between 36 - 45 miles.

5. The most popular track for the PTM appears to be transfer from two-year colleges while over 2/3's of PTNM's earned most of their previous credits before enrolling at CCSC at four-year colleges or universities including CCSC.

6. Close to 75% of all PTM's have earned at least 60 credit hours and 58% have earned up to 75 credit hours. Nonmatriculants have completed far less credit hours but almost half of them have completed the equivalent of a Freshman year of credits.

7. Availability of desired programs, Convenient Location, Least Expensive Cost, and Academic Reputation was the ranked order given by members of both groups as reasons for enrolling at CCSC.

8. PTM's carry heavier course loads than PTNM's. The PTM prefers two - three semester hours for a total of six semester hours load. The PTNM prefers one - three semester hour course each semester.

9. PTM's are much more degree and career-oriented than nonmatriculated students.

10. The primary reason for study at CCSC for both the matriculated and the nonmatriculated student is Advancement in a Current Career Field.

11. Degree seeking students choose the B.S., B.A., and the B.F.A. in that order of frequency with the B.F.A. only a fraction of the other two. The nonmatriculated group has about 1/5 of its students who are uncommitted to a degree area.

12. The greatest difference between the PTM and the PTNM groups is that although they both choose Administrative Science and Industrial Technology as their first and second choices of major, the PTNM's prefer their third choice to be Marketing rather than Accounting which is the third choice for PTM's.

13. PTM's receive less financial assistance than PTNM's. Both groups receive funds from outside CCSC. Assistance from business or agency reimbursement rank first while veterans benefits rank second in both groups.

B. WHAT MAJOR DIFFERENCES EXIST BETWEEN THE PART-TIME MATRICULANT AND THE PART-TIME NONMATRICULANT ATTITUDES OF SATISFACTION OR DISSATISFACTION WITH THEIR EDUCATION EXPERIENCES AT CCSC?

1. Eighty-five percent of those who responded to the question are satisfied with particular aspects of the Extension College Services. Hardly 5% were dissatisfied with the services.

2. Better than 85% of the part-time students are Satisfied with Registration services. Nonmatriculated students tend to be somewhat more satisfied than matriculated students. Among the PTM's there is some indication that the further a student has to travel the more Dissatisfied the student is with Registration.

3. PTM's gave a 77% rating of satisfaction for the Part-time Matriculant Office services while PTNM's gave a 50% rating of satisfaction. However, 43.5% of the PTNM's indicated no experience with the Office. Dissatisfaction was lower than 8% by both groups.

4. A very high percentage of students do not have any experience with the Counseling and Advisement Office. No Experience was checked by 48.7% PTNM's and 26.8% PTM's. Students who intend to graduate from CCSC are likely to be three times as Dissatisfied with Counseling and Advisement services as those who do not.

5. Sixty-five percent of matriculated students and 77% of the nonmatriculated students are satisfied with the availability of courses at CCSC. But dissatisfaction with course availability when isolated by Schools reveals that among matriculated students, those in Arts and Sciences and in Technology have a contingent of over 40% who are dissatisfied. Students who are taking courses for their personal benefit are the most likely to be dissatisfied at the availability of offerings. Students who chose the institution for its low expense, as well as for its academic reputation, are more likely to be dissatisfied. Students who are job orientated and intend to pursue a full-time job before getting their degree are more likely to be dissatisfied. Dissatisfaction with the availability of courses grows as the number of credits a student has taken here at CCSC increases.

   In regard to majors of respondents, students in Administrative Sciences, Marketing, and Psychology, are generally quite satisfied with the courses available here. Among students in Technology, 90% of those who are not matriculated are satisfied, but only 50% of those who are not matriculated are. The only other area where students whose similar dissatisfaction with the availability of courses is Comuter Sciences. Precisely a third of the nonmatriculated students and 54% of the matriculated students indicated dissatisfaction.

   Twenty percent of the nonmatriculants registered dissatisfaction with the availability of courses but over 33% indicated the same response from the matriculants.

6. Overall 60% of the students are satisfied with the availability of program required courses. Dissatisfaction is indicated with the availability of program required courses in three areas noted in the Report.

7. There is overwhelming satisfaction in terms of appreciating the quality of instruction experienced by students in their classes at CCSC. Better than 90% of both groups are satisfied.

8. In regard to Instruction in Major Courses, while satisfaction is registered by over 3/4 of enrolled part-time students, 22% of the matriculated students in Accounting and Computer Sciences indicate some level of dissatisfaction.

9. Eighty-three percent of PTM's and 68% PTNM's are satisfied with the Quality of General Education courses.

10. Better than 86% of the students in both groups are satisfied with the Quality of Assignments in their classes.

11. Eighty-seven percent of the nonmatriculants indicated satisfaction with Student-Faculty relations compared to 85.9% of the matriculated students.

12. Dissatisfaction rate goes up the more hours that students take is true for matriculated students in regard to classroom atmosphere. For nonmatriculated students, the reverse occurs since the more hours they take, the fewer of them are dissatisfied with classroom atomsphere.

13. In regard to Student-Faculty Respect, 90% of the part-time undergraduates indicated satisfaction in this area. The only sub-category in which dissatisfaction rate was over 20% is Computer Sciences matriculated undergraduates.

14. Among nonmatriculated students, 57.1% indicated they had no experience with Advisement from their department. In the matriculated group, over 72% did have such experience and 44% are satisfied with experience.

15. While the PTM is somewhat more satisfied with the Availability of Advisement, 38.5% of the part-time undergraduate students are satisfied with this facet. However, the matriculated students who travel farthest are the most dissatisfied with the availability of advisement. Forty-one point 2 percent of the students transferring from universities are dissatisfied with the availability of advisement.

16. The students most satisfied with the Quality of Advisement were matriculants who earned their previous credits at CCSC.

C. WHAT ARE THE MAJOR DIFFERENCES BETWEEN THE PART-TIME MATRICULANT AND THE PART-TIME NONMATRICULANT ATTITUDES OF SATISFACTION OR DISSATISFACTION WITH SPECIFIC COLLEGE SERVICES?

1. PTM's register greater satisfaction with Admissions Office services than nonmatriculants but PTNM's have a higher percentage of No Experience responses than PTM's. Only students in Business and Technology who have matriculated have a high likehood of not being experienced in this office.

2. Almost 3/4's of the part-time students have had no experience with the Financial Aids Office.

3. The Registrar's Office is rated highly by those who have become familiar with it. Only the matriculated students in Technology show a relatively high rate of Dissatisfaction with the Registrar's Office.

4. Over 83% of the students from each group have had no experience with the Placement Office.

5. Seventy-five Percent of the total sample of part-time students have not had experience with the Counseling Center Services.

6. Eighty percent of those familiar with the Student Center Services are satisfied with it. PTM's indicate greater percentage rating who are satisfied than the PTNM's, but the PTNM's have a higher percentage of No Experience with the Student Center.

7. The Security Office rating is both high for Satisfaction and for No Experience for both groups.

8. Seventy-five percent of part-time students have No Experience with the Veterans Office. Dissatisfaction is very low however.

9. Health services is evidentally one service not apparently experienced by many Extension College students.

10. Parking is the aspect of this college that in general has the highest level of dissatisfaction of anything on the survey. The students most dissatisfied are those with Business majors.

11. No great dissatisfaction is stated for Quality, Availability, or Needs met of Extracurricular Activities. However, a very high proportion of students have had No Experience with them.

12. Almost 88% of both PTM's and PTNM's are satisfied with their Overall CCSC Experience.

D. WHAT ARE THE MAJOR DIFFERENCES BETWEEN PART-TIME MATRICULANT AND PART-TIME NONMATRICULANT? PREFERENCES IN COURSE SCHEDULING?

1. Both matriculated and nonmatriculated part-time students prefer evening courses to day courses.

2. There is a slight preference for 3 semester hour courses scheduled 2 nights a week rather than 3 semester hour courses scheduled one night a week.

3. Sixty percent of the PTM's indicated a preference for Saturday and Sunday courses.

4. On-campus instruction is preferred by all undergraduate part-time students. However, PTM's have a higher (43%) desire for off-campus courses than the PTNM (30.7%).

5. Lecture/discussion is the preferred type of instruction by 3/4 of all part-time students.

6. The 10 week semester is preferred to the 8 week semester during the regular academic year.

7. Almost 3/4's of part-time students are interested in Summer Session courses.

8. Over 2/3's of both groups prefer Summer Session courses scheduled during the Evening.

9. Eight week Summer Class scheduling is the preferred length of time desired by both part-time groups. However, a much higher percent of the PTNM (26.4) prefer to take no Summer classes at all compared to the PTM's (15.0).